



# International Journal of Physical Education, Sports and Health

P-ISSN: 2394-1685  
E-ISSN: 2394-1693  
Impact Factor (ISRA): 5.38  
IJPESH 2017; 4(5): 67-76  
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www.kheljournal.com  
Received: 12-07-2017  
Accepted: 13-08-2017

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## Work related stress: Its causes and impact on high school physical education teachers a case study of district Dera Ismail Khan KP Pakistan

**Faheem Ullah Khan, Shakil Abdul Jabbar, Abdussalam, Faisal Islam, Muhammad Musa Khan and Sabir Ali Khan**

### Abstract

The study in hand “Work Related Stress; Its Causes and Impact on High School Physical Education Teachers” is a case study of District Dera Ismail Khan, Province Khyber Pakhtunkhwa Pakistan. The study based on following objectives, i.e. a) To assess the causes for stress among PETS working in government high schools and b) To evaluate the impact of work related stress upon teacher performance. The main research questions in line with objectives were; what are the stressors related to work among the female teachers teaching health and physical education? And what are the effects of work related stress on the performance of female teachers working in the high schools? The target population was female teachers working in high schools of district Dera Ismail Khan. 42 teachers were selected as sample. After the process of validity and reliability the final draft of Likert scale (comprised 5 options) was used for the purpose of data collection. Collected data then tabulated and analyzed using percentage (%) with the help of SPSS (Statistical Package for the Social Sciences). On the basis of data analysis it was concluded that, female physical education teachers of schools felt that their job stress in return reduces their performance. Work overload, attitude of head of department, unguarded equipments, poor relation with student, in adequate training and poor co-worker relations were the major donor to job stress. Due to work overload and time pressure the female physical education teachers of schools of District Dera Ismail Khan are not capable to handle work life properly.

**Keywords:** Work, stress, causes, impact, role, physical education, teacher

### Introduction

Work demands are one of the most common sources of work-related stress While workers may need challenging tasks to maintain their interest and motivation, and to develop new skills, it is important that demands do not exceed their ability to cope. Workers can usually cope with demanding work, if it is not excessive, if they are supported by supervisors and colleagues, and if they are given the right amount of autonomy (Jarvis, 2002) [27].

Stress itself not an illness, it is a natural human reaction, but if this reaction is over long time period it can lead to physical and or mental ill health. Stress is normally included in a group of conditions, along with depression and anxiety (McGrath, 1976) [30], referred to as common mental health conditions. Depression and anxiety are recognized medical conditions with clearly defined diagnostic criteria whereas stress is not. However, there is a large overlap between the causal factors and symptoms of these conditions which is why they are normally grouped together (Wiley, 2000) [2].

Increased stress levels and attributed teacher stress to heavy workload, time pressure, education reforms, external school or college review, pursuing further education and managing students' behavior and learning (Lam, & Punch, 2001) [3].

Stress is a process in which environmental events or forces threaten the wellbeing of an individual in the society. Stress is a disruption of the emotional stability of the individual that induces a state of disorganization in personality and behavior (Nweze, 1984).

It is a biological phenomenon that is experienced by all persons regardless of their socio-economic status, occupation or age (Wiley, 2000) [2].

Egor (2000) viewed stress as the way the individual responds to conditions that scare, threaten, anger, bewilder or excite them.

McGrath (1976) <sup>[30]</sup> defines stress generally as a dynamic condition in which an individual is confronted with an opportunity, constraints, or demand on being, having and doing what he or she desires.

Around three billion people globally are employed and face an incessant and challenging problem in the organization called stress, which effects on employee's performance and efficiency. Stress is defined as the corporeal and cognitive response to acute circumstances. Stress is one of the burning issues that organizations have to deal so that employees can comfortably produce quality work. Stress causes an imbalance in one's life because it leads to depression and thus damages health, attitude and work behavior. Causes of stress are called stressors, which can be workplace conflict, role conflict, role ambiguity and workload.

The results of this study affirms that work load, role conflict and inadequate monetary rewards are the main causes of stress among employees in Higher Education Sector, which reduces their work performance. But since stress free life is not possible in any organization, it cannot be completely eliminated. However the management can take steps to minimize it. Organizations can reduce the level of stress on employees by redesigning jobs so as to lower the workload on employees and cut back role conflict, and pay adequate salary to employees.

Besides this organizations should also provide counseling for employees to learn stress management techniques in order to overcome stress problem. Selye H., *Stress Without Distress* (Pathway), New York (1987).

Today, Physical Education teachers are playing a very vital role and their work can be divided into five different categories of duties namely, planning, teaching, evaluative, administrative, and various unclassified ones. A physical education teacher requires a greater variety of talents than any other teaching area. His responsibilities are diverse and the society looks up to him as a leader who can create and maintain general fitness of the sedentary people in the machine age. The rise of sports science such as Physiology, Sports Psychology, Sports Sociology, Kinesiology and Biomechanics has also put a Physical Education teacher in a novel and sophisticated role. While teaching has traditionally been a respected occupation, the teachers have begun to suffer from lack of support, recognition and respect from public. Physical Education teachers feel their workload heavier, strenuous and difficult too. They face a lot of problems due to longer working hours, inadequate facilities/materials, clerical work and non-congenial working conditions. In proportion to the expectations of the society, the Physical Education teachers are not given due place and recognition. This leads to stress and this dissatisfaction. The extent of job stress however, depends largely upon background experiences, temperament and environmental conditions. The idea of a dream job is shattered when one becomes incapable of satisfactorily dealing with the job challenges and expectations. Then there are emotional, behavioral, physiological, and other aspects too of the problem.

Al-Mohannadi, A. and Capel, S. (2007) <sup>[8]</sup> stress is an area of interest among researchers and practitioners in many fields including teaching. Much of the research on causes of stress for teachers has focused on teachers in general; only a few studies have focused on physical education teachers. Although there have been a few studies of causes of stress for physical education teachers in the Middle East, no studies have been conducted on physical education teachers in Pakistan. Thus, the purpose of this study was to identify

causes of stress for physical education teachers in Pakistan and our focus is in Dera Ismail Khan District where no research is conducted in this regard yet.

In a study in Bahrain found the major causes of stress for physical education teachers to be: work conditions; salaries, bonuses and allowances; status of physical education; supervision; school facilities; workload; career development. In summary, many causes of stress have been identified for teachers in general, including physical education teachers, although there are some causes specific to physical education teachers and some to teachers (including physical education teachers) in the Middle East. It would also be expected that there would be differences for other groups of teachers with different backgrounds and experiences which may result in them interacting differently with their environment (Al-Khalefa, 1999) <sup>[7]</sup>.

In physical education and sports, there is a series of references related to the occupational stress particularities. Danylchuk (1993) <sup>[14]</sup> analyzes these aspects within the faculties of physical education and sports in relation to gender, age, family status, years of teaching experience. Relationships were analyzed from the perspective of organizational and individual stressors. Conclusions emphasize the stronger influence of the organizational stressors represented by time, gender discrimination and overexertion, as compared to the individual ones (personal satisfaction, self-esteem, relations with students, with other teachers). The action of these factors is more obvious among females than among males.

Stress, which is a general term used for pressure that people are exposed to in life (Jepson and Forrest, 2006) <sup>[17]</sup> may be defined as the individual harmony effort that the person displays against a stimulant which has excessive psychological and physical pressure on the person (Griffin, 1990) <sup>[16]</sup>.

When a person feels insufficient in dealing with demands and challenges faced in life, then experiences stress. Being harmed by this situation or taking advantage of it mainly depends on the person because stress may either be a factor threatening the organism physically or psychologically or a power which gives energy in dealing with life (Baltaş, 2002) <sup>[10]</sup>.

Kayastha and Kayastha (2012) <sup>[20]</sup> found that occupational stress is associated with job satisfaction Occupational stress was negatively associated with six job satisfaction facets. It was seen that a high level of occupational stress will reduce job satisfaction. Reducing occupational stress such as workload, conflict and Unreasonable Group and political pressures may lead to high satisfaction with regards to Work, pay, co-workers, supervision, Promotion, Job in General.

Occupational stress has become increasingly common in teaching profession largely because of increased occupational complexities and increased economic pressure on individuals. A major source of distress among teachers is result of failure of school to meet the social needs and jobs demands of the teachers. The teacher must be aware of his clear role to build up the nation. Teachers are over burdened with regular teaching load. Occupational satisfaction is a necessary condition for a healthy growth of teacher's personality. A teacher at present has a vulnerable position. College teachers protest that they are not paid enough. The importance of pay or a factor in occupational has been greatly over emphasized. In general, occupational stress arises from the working conditions/environment of a system, when we talk of stress among teachers. Many factors cause stress among teachers. School teachers face high amounts of stress during teaching

and handling students; Classroom in developing countries remain overcrowded and teacher face intensive verbal communications, prolonged standing, high volume of work load. Teachers are also over burdened with regular teaching work and non-teaching work as election duties, duty in census; populations counting etc. the teachers are often heard of complaining about. Teaching profession occupies important and prestigious place in society. Teachers are considered as the creators of leaders, scientists, philosophers, advocates, politicians and administrators. Teacher is the principle means for implementing all educational programmes of the organizations of educations. With the changing socio-economic scenario and increasing unemployment, the values of teacher and their professional concerns associated with the job have undergone a change, increasing stresses and hassles of teachers.

### Stress and Job Stress

Stress has been viewed variously from several perspectives. However, it has been viewed mostly from what happens to an individual that causes him unhappiness and lack of calm. The term is defined as the inability of an individual to cope with his or environment (Dobson & Smith, 2000) [15].

Chitty (2005) [12] saw stress as the responses the body makes while striving to maintain equilibrium and deal with the demands of life. Khan, Shah, Khan and Gul (2012) saw stress as the body's response to the negative demands of the environment. These negative demands undoubtedly cause unpleasantness, restlessness and rising levels of discomfort. From a psychological point of view, stress refers to "an adaptive response, mediated by individual characteristics and/or psychological processes that is a consequence of any external action, situation, or event that places special physical and/or psychological demands upon a person". It is a psychophysiological process which results from the interaction of the individual with the environment and results in disturbances caused to the physiological, psychological and social systems, depending on the individual's characteristics (Akhlaq, Amad, Mehmood, Husaan & Malik, 2010) [5]. In essence, stress can simply be defined as the challenge the body experiences in its bid to maintain equilibrium of existence. It is the degree to which an individual is able to adjust to the demands of the environment. In doing so, the individual makes effort, sometimes in pain to make ends meet or to satisfy the needs considered very necessary. It can also be accepted that stress refers to the exposure of the body to much work in which the body experiences difficulty to cope.

### Teacher Stress and Job Performance

Teaching is one of the professions that have been gracefully recognized globally. However, it has been acknowledged that teaching is a wearing job which "makes large demands on the nervous power and vitality of the teacher". Abundant literature indicates that teaching is not an easy job. It is a stressful occupation (Kyriacou, 2001; Anthoniou *et al.*, 2006) [22, 9]. Consequently, teachers are often exposed to high levels of stress which cut across cultures (Pither, 1995) [25], affect their ability to function effectively (Poornima, 2010) [26]. In other words, teachers' lives are often gravely affected by stress which leads to physical ill-health (Mokdad, 2005) [24]. Therefore, teacher stress is the experience by a teacher of unpleasant emotions such as tension, frustration, anger and depression, resulting in reduction of his work as a teacher (Kyriacou in Reddy & Anuradha, 2013).

### Classification, Signs, Symptoms and Sources of Stress

Chang (2011) grouped stress into emotional, physical, cognitive and behavioral forms of stress. Emotional forms of stress include becoming easily agitated, frustrated and moody, and having difficulty relaxing and quieting one's mind. Physical symptoms of stress are headache, stomach upset, aches, pains, and tense muscles, insomnia, loss of sexual desire and nervousness. Cognitive symptoms of stress include constant worrying, forgetfulness and disorganization, inability to focus and poor judgment. Similarly, behavioral symptoms of stress are changes in appetite and increased use of alcohol, drugs or cigarettes.

A lot of writers on the subject of stress have identified various signs and symptoms of stress. For this paper however, the identifications by Alberti (2005) [6] have sufficed. The authors listed broadly the following as the signs and symptoms of stress: tension, faster heartbeat, anxiety, fear, need to urinate frequently, pale face, need for more sleep, headache, insomnia, sweaty hands and feet, high blood pressure, heart disease, backache, impaired vision, poor problem solving, reduced work performance, stomach disorder, tense muscles, and impaired decision making.

Brown and Ralph (199) [11] summarized the following effects of stress on teachers, among others: Reduction in work performance and output, loss of confidence and motivation, inability to manage line or delegate, feelings of alienation and inadequacy, increasing introversion, irritability with colleagues, unwillingness to cooperate, frequent irrational conflict at work, increased substance, persistent negative thoughts, loss of appetite and accident proneness. If there is a growing disaffection within the school system due to bad leadership, the school head is not likely to secure the cooperation of his subordinates. When this situation intensifies, the school head or any superior officer for that matter, experiences a feeling of "aloneness", knowing that his subordinates appear to be either afraid of him or afraid of any contact with his harassing conduct. When he cannot secure the cooperation of staff under him, he is likely experience a feeling of anger towards all around him. In this situation, he is not happy, his subordinates are not happy either. In the end, the goals of the school will not be realized.

### Mechanisms for Dealing with Stress

Stress is a human condition that affects the body, mind and psychology of an individual. A physical exhaustion is likely to affect the way a person thinks and conducts himself and as well psychological state. Because unchecked or uncontrolled stress can lead to devastating consequences like high blood pressure, diabetes, stroke and death, it is important to examine ways that teachers and school heads can adopt to deal with the trend. A number of writers on the subject of stress have suggested various strategies for dealing with stress. Kagan, Kagan and Watson (1995) [18] and Cooley and Yovanoff (1996) [13] suggested the following the following strategies for controlling stress:

- Bio-feedback- This is essentially a medical check-up techniques that involves electronic measurement of mind-body functions (muscle tension, intestinal activity, blood flow, breathing heartbeat) and other techniques to control those functions.
- Aerobic activity- This involves bicycling, swimming and jogging.
- Muscle relaxation- This technique is a self-regulated, progressive body relaxation that puts the individual in an extremely restful mood.

For teachers to manage stress at their workplaces, Kalejaiye *et al.*, (2007) [19] have this to say: Good planning and effective use of time, being careful not to bother about things one cannot change, having a positive outlook on life, learning to relax, having regular physical exercise, reduction in teaching load through a conscious means, improving oneself through education and training, and learning to relax.

The focus of teachers in teaching is to assist students to acquire knowledge and skill. For effective learning it is highly desirable to have proper environment in which the teaching and learning place can take place effectively it has commonly assumed that many teacher are suffering for stress with refer to their work. how ever there is no empirical evidence to show the perceived threats particularly among PETS working in government high school DIKHAN their fore the researcher intend to work upon the issue. the little suggested for the study is to 'causes and effects of work related stress among female PETS in DIKHAN.

This study will be prove significant for female teacher because they know the stressors which affect their performance. This study will also be significant for the administration and principle of the high school to make policies to overcome difficulties of female teacher. Through this study the teachers will know new ways to cope with stress. Some valuable suggestion will be given at the end of this particular study

### Materials and Methods

To reach at certain findings and conclusion the researcher followed the following procedures. The target population of this particular research study was comprised female teachers

teaching in Government high school in Dera Ismail Khan Region. According to the Khyber Pakhtunkhwa bureau of Statistics there were total 45 Government high school for female in district Dera Ismail Khan. Almost 690 female teachers are working in these high schools out of which 42 are Physical Education Teachers. The researcher took all 42 Physical Education teachers as sample, as it is our research area. Following were the objectives behind the study, a) To assess the causes for stress among female PETS working in government high school of DIKHAN, b) To evaluate the impact of work related stress upon teacher performance working in government high school DIKHAN. The research questions of the study were, a) What are the work related stressor among female teachers in health and physical education? b) What are the effects of work related stress on the performance of female teacher working in the high school District Dera Ismail Khan? Appropriate questionnaire was used for the purpose of data collection. The Likert scale of 5 options was used. The options were strongly disagree, disagree, undecided, agree and strongly agree. The content of the Questionnaire were developed using related lit. The final version of the questionnaire was used for data collection. Latest version of Micro Soft Word will be used for the purpose of arrangement and composing of data for analysis. Following main areas were tested, Organizational causes of Work Related Stress, and Environmental causes, Psychological Impacts.

### Analysis and Presentation of Data

#### Organizational Causes of Work Related Stress

**Table 1:** Responsibilities in the organization lead to stress

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	1	2.4	2.4	2.4
Disagree	10	23.8	23.8	26.2
Undecided	5	11.9	11.9	38.1
Agree	17	40.5	40.5	78.6
Strongly Agree	9	21.4	21.4	100.0
Total	42	100.0	100.0	

Table No 1 shows that 26 female teachers agreed that number of responsibilities in the organization lead to stress.

**Table 2:** Control over work can cause stress

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	2	4.8	4.8	4.8
Disagree	3	7.1	7.1	11.9
Undecided	9	21.4	21.4	33.3
Agree	23	54.8	54.8	88.1
Strongly Agree	5	11.9	11.9	100.0
Total	42	100.0	100.0	

Table No 2 shows that 28 female teachers agreed Control over work can cause stress.

**Table 3:** Support of colleagues and students

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	20	47.6	47.6	81.0
Disagree	8	19.0	19.0	100.0
Undecided	3	7.1	7.1	33.3
Agree	3	7.1	7.1	7.1
Strongly Agree	8	19.0	19.0	26.2
Total	42	100.0	100.0	

Table No 3 shows that 28 female teachers disagreed that support of colleagues and student can cause the stress.

**Table 4:** Attitude of HOD can cause stress

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	7	16.7	16.7	16.7
Disagree	5	11.9	11.9	28.6
Undecided	2	4.8	4.8	33.3
Agree	13	31.0	31.0	64.3
Strongly Agree	15	35.7	35.7	100.0
Total	42	100.0	100.0	

Table No 4 shows that 28female teachers agreed that Attitude of HoD can cause stress.

**Table 5:** Poor management relationship

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	9	21.4	21.4	21.4
Disagree	5	11.9	11.9	33.3
Agree	15	35.7	35.7	69.0
Strongly Agree	13	31.0	31.0	100.0
Total	42	100.0	100.0	

Table No 5 shows that 28female teachers agreed that poor management relationship cause stress.

### Environmental causes

**Table 6:** Existing accommodation for teachers

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	4	9.5	9.5	9.5
Disagree	19	45.2	45.2	54.8
Undecided	7	16.7	16.7	71.4
Agree	10	23.8	23.8	95.2
Strongly Agree	2	4.8	4.8	100.0
Total	42	100.0	100.0	

Table No 6 shows that 19female teachers disagreed that existing accommodation for teachers can cause stress while 12 was agreed that accommodation is also the cause of stress.

**Table 7:** Seating arrangement in the classroom

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	2	4.8	4.8	4.8
Disagree	21	50.0	50.0	54.8
Undecided	3	7.1	7.1	61.9
Agree	13	31.0	31.0	92.9
Strongly Agree	3	7.1	7.1	100.0
Total	42	100.0	100.0	

Table No 7 shows that, 21female teachers disagreed that seating arrangement in classroom can cause stress while 16 were agreed that seating arrangement is also the cause of stress.

**Table 8:** Class size of students

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	5	11.9	11.9	11.9
Disagree	6	14.3	14.3	26.2
Undecided	6	14.3	14.3	40.5
Agree	17	40.5	40.5	81.0
Strongly Agree	8	19.0	19.0	100.0
Total	42	100.0	100.0	

Table No 8 shows that 25female teachers agreed that more students in class can cause stress.

**Table 9:** Unguarded equipments for practicals

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	3	7.1	7.1	7.1
Disagree	5	11.9	11.9	19.0
Undecided	5	11.9	11.9	31.0
Agree	18	42.9	42.9	73.8
Strongly Agree	11	26.2	26.2	100.0
Total	42	100.0	100.0	

Table No 9 shows that 29female teachers agreed that Unguarded equipment's for practical's cause stress.

**Table 10:** Poor relation with students

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	7	16.7	16.7	16.7
Disagree	11	26.2	26.2	42.9
Undecided	1	2.4	2.4	45.2
Agree	12	28.6	28.6	73.8
Strongly Agree	11	26.2	26.2	100.0
Total	42	100.0	100.0	

Table No 10 shows that 23 female teachers agreed that poor relation with student is the cause of stress.

**Table 11:** Difficulties in delegating responsibilities

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	4	9.5	9.5	9.5
Disagree	6	14.3	14.3	23.8
Undecided	6	14.3	14.3	38.1
Agree	15	35.7	35.7	73.8
Strongly Agree	11	26.2	26.2	100.0
Total	42	100.0	100.0	

Table No 11 shows that 26 female teachers agreed that difficulties in delegating responsibilities can cause stress.

**Table 12:** Inadequate training to perform the job

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	4	9.5	9.5	9.5
Disagree	9	21.4	21.4	31.0
Undecided	5	11.9	11.9	42.9
Agree	20	47.6	47.6	90.5
Strongly Agree	4	9.5	9.5	100.0
Total	42	100.0	100.0	

Table No 12 shows that 24 female teachers agreed that Inadequate training to perform the job can cause stress.

**Table 13:** Equipment resources to do the job

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	0	0	0	0
Disagree	7	16.7	16.7	16.7
Undecided	5	11.9	11.9	28.6
Agree	17	40.5	40.5	69.0
Strongly Agree	13	31.0	31.0	100.0
Total	42	100.0	100.0	

Table No 13 shows that 30 female teachers agreed that equipment resources to do the job can cause stress.

## Part (B) Impact of stress

**Table 14:** I feel headache due to work related stress.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	3	7.1	7.1	7.1
Agree	23	54.8	54.8	61.9
Strongly Agree	16	38.1	38.1	100.0
Total	42	100.0	100.0	

Table No 14 shows that 39 female teachers agreed that they feel headache due to work related stress.

**Table 15:** I feel pain in my body when I am feeling stress.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	3	7.1	7.1	7.1
Disagree	2	4.8	4.8	11.9
Undecided	8	19.0	19.0	31.0
Agree	16	38.1	38.1	69.0
Strongly Agree	13	31.0	31.0	100.0
Total	42	100.0	100.0	

Table No 15 shows that 29 female teachers agreed that they feel pain in their body when they are stressed.

**Table 16:** I feel imbalance my blood pressure due to work burden.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	7	16.7	16.7	16.7
Disagree	5	11.9	11.9	28.6
Undecided	7	16.7	16.7	45.2
Agree	8	19.0	19.0	64.3
Strongly Agree	15	35.7	35.7	100.0
Total	42	100.0	100.0	

Table No 16 shows that 23female teachers feel imbalance in their blood pressure due to stress.

**Table 17:** Stress causes sleeping problems.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	2	4.8	4.8	4.8
Disagree	6	14.3	14.3	19.0
Undecided	2	4.8	4.8	23.8
Agree	15	35.7	35.7	59.5
Strongly Agree	17	40.5	40.5	100.0
Total	42	100.0	100.0	

Table No 17 shows that 32female teachers agreed that stress causes sleeping problems.

**Table 18:** Stress cause indigestion and nausea.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	8	19.0	19.0	19.0
Disagree	5	11.9	11.9	31.0
Undecided	4	9.5	9.5	40.5
Agree	9	21.4	21.4	61.9
Strongly Agree	16	38.09	38.09	100
Total	42	100.0	100.0	

Table No 18 shows that 25female teachers agreed that stress cause digestion and nausea

### Psychological Impacts

**Table 19:** Work related stress makes me anxious.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	2	4.8	4.8	4.8
Disagree	14	33.3	33.3	38.1
Undecided	13	31.0	31.0	69.0
Agree	9	21.4	21.4	90.5
Strongly Agree	4	9.5	9.5	100.0
Total	42	100.0	100.0	

Table No 19 shows that 14female teachers disagreed that stress makes me anxious and 13 were agreed that stress makes them anxious while 13 were undecided.

**Table 20:** I became depressed due to extra work load.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	1	2.4	2.4	2.4
Disagree	11	26.2	26.2	28.6
Undecided	2	4.8	4.8	33.3
Agree	19	45.2	45.2	78.6
Strongly Agree	9	21.4	21.4	100.0
Total	42	100.0	100.0	

Table No 20 shows that 28female teachers agreed that they become depressed due to extra work load.

**Table 21:** I become angry due to extra work load

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	5	11.9	11.9	11.9
Disagree	10	23.8	23.8	35.7
Undecided	3	7.1	7.1	42.9
Agree	12	28.6	28.6	71.4
Strongly Agree	12	28.6	28.6	100.0
Total	42	100.0	100.0	

Table No 21 shows that 24female teachers agreed that they become angry due to extra work load while 15 were disagree that their anger is due to extra work load.

**Table 22:** Work related stress makes me helpless and hopeless

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	5	11.9	11.9	11.9
Disagree	11	26.2	26.2	38.1
Undecided	2	4.8	4.8	42.9
Agree	12	28.6	28.6	71.4
Strongly Agree	12	28.6	28.6	100.0
Total	42	100.0	100.0	

Table No 22 shows that 24 female teachers agreed that they often feel helpless and hopeless due to stress.

**Table 23:** I feel difficulty while concentrating because of work related stress

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	9	21.4	21.4	21.4
Disagree	2	4.8	4.8	26.2
Undecided	2	4.8	4.8	31.0
Agree	10	23.8	23.8	54.8
Strongly Agree	19	45.2	45.2	100.0
Total	42	100.0	100.0	

Table No 23 shows that 29 female teachers agreed that they feel difficulty while concentrating because of work related stress.

## Findings, Conclusions and Recommendations

### Findings

After detail data analyses following findings are drawn:

#### Organizational causes of Stress

- The researcher found that majority of the respondents in which 33.3% were agree and 50.0% were strongly agree that, number of responsibilities in organization causes the stress.
- The researcher found that majority of the respondents in which 54.8% were agree and 11.9% were strongly agree that, control over work in organization causes the stress.
- The researcher found that majority of the respondents in which 33.3% were agree and 52.4% were strongly agree that, attitude of Head of Department causes the stress.
- The researcher found that majority of the respondents in which 35.7% were agree and 31.0% were strongly agree that, poor management relationship in organization causes the stress.

#### Environmental causes of stress

- The researcher found that majority of the respondents in which 40.5% were agree and 19.0% were strongly agree that, class size of student causes stress
- The researcher found that majority of the respondents in which 35.7% were agree and 45.2% were strongly agree that, unguarded equipment for practical work causes the stress.
- The researcher found that majority of the respondents in which 28.6% were agree and 26.2% were strongly agree that, poor relation with students causes the stress.
- The researcher found that majority of the respondents in which 45.2% were agree and 42.9% were strongly agree that, difficulty in delegating responsibilities causes the stress.
- The researcher found that majority of the respondents in which 33.3% were agree and 50.0% were strongly agree that, inadequate training to perform the job causes the stress.
- The researcher found that majority of the respondents in which 40.5% were agree and 31.0% were strongly agree that, sufficient equipment resources to do the job causes the stress.

#### Physical impact of stress

- The researcher found that majority of the respondents in which 54.8% were agree and 38.1% were strongly agree that, they feel headache due to work related stress.
- The researcher found that majority of the respondents in which 38.1% were agree and 31.0% were strongly agree that, they feel pain in body when they are stressed.
- The researcher found that majority of the respondents in which 35.7% were agree and 40.5% were strongly agree that, they feel sleeping problem due to work related stress.
- The researcher found that majority of the respondents in which 23.8% were agree and 54.8% were strongly agree that, they suffer indigestion and nausea due to work related stress.

#### Psychological impacts of stress

- The researcher found that majority of the respondents in which 40.5% were agree and 35.7% were strongly agree that, they feel anxiety due to work related stress.
- The researcher found that majority of the respondents in which 45.2% were agree and 35.7% were strongly agree that, they feel depressed due extra work load.
- The researcher found that majority of the respondents in which 54.8% were agree and 38.1% were strongly agree that, they feel headache due to work related stress.
- The researcher found that majority of the respondents in which 28.6% were agree and 28.6% were strongly agree that, they become angry due to extra work load.
- The researcher found that majority of the respondents in which 28.6% were agree and 28.6% were strongly agree that, they feel helpless and hopeless due to work related stress.
- The researcher found that majority of the respondents in which 23.8% were agree and 45.2% were strongly agree that, they feel difficulty in concentration due to work related stress.

#### Conclusion

On the basis of findings, the researcher concluded that greater part of the female health and physical education teachers of schools of District Dera Ismail Khan felt that their job is and stress in return reduces their performance.



Work overload, attitude of HoD, Unguarded equipment's, poor relation with student, Inadequate training to perform the job and poor co-worker relations were the major donor to job stress. Due to work overload and time pressure the female health and physical education teachers of schools of District Dera Ismail Khan are not capable to handle work life properly.

They feel headache, pain in body, high blood pressure, sleeping problems, digestion and nausea. They also become angry and feel hopeless and helpless all the time.

All these factors create a lot of problems for the teachers and they indulged into mental depression and many other problems. To fulfill their job requirements workers, use unfair means such as telling a lie, work shirking, fraud and lame excuses.

### Recommendation

On the basis of conclusion, the researcher recommended that:

1. Number of responsibilities should be reduced from the teachers.
2. The attitude of Head of Department and management relationship should be friendly.
3. Number of students in class should be less with proper seating arrangements.
4. Proper training should be provided to the teachers.
5. Equipment should be kept guarded and up-to-date.
6. Proper and necessary equipment should be made available.
7. Proper strategies should be made regarding working hours, interpersonal relationships and supervision of schools of District Dera Ismail Khan to reduce stress and to better manage the performance of teachers.

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